LEAD 325
Applied Leadership
Course Procedures and Syllabus – Spring 2013

Meeting time and location: 1:00 – 2:29 Monday/Wednesday; GRB W211

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Office hours:	3:00 – 5:00 MW; others by appointment through e-mail.

Required Texts (available at Rice Campus Store or any on-line bookstore):

Lewicki, Barry, Saunders. *Essentials of Negotiation*. 5th ed. McGraw-Hill. ISBN 9780073102764.

Modaff, Daniel P., Jennifer A. Butler, and Sue Dewine. *Organizational Communication: Foundations, Challenges, and Misunderstandings.* 3rd edition. Boston: Pearson; Allyn & Bacon, 2012. Referred to as OC in daily syllabus.

Power, Influence, & Persuasion. Harvard Business School Press. ISBN 159139631.

Required E-Materials:

Lewicki, Barry, and Saunders. Excerpts from *Negotiation: Readings, Exercises, and Cases, 6th edition (**Exercises** in syllabus).* To download and purchase, go to https://create.mcgraw-hill.com/shop/#/catalog/details/?isbn=9781121773202. If you have any problems go to http://create.mcgraw-hill.com/shop/, search for and select book by title—*Applied Leadership: Power, Influence, and Persuasion* or Texas/Rice. Select first version listed at 86 pages. Then, add the book to your cart and pay $7.80 using a credit card.

"Deloitte & Touche Consulting Group." Harvard Business School Publishing, 1996. "Thomas Green: Power, Office Politics, and a Career in Crisis." Harvard Business School Publishing, 2008. Access and buy these Harvard Business School Cases ($3.95 each) at the following link: https://cb.hbsp.harvard.edu/cbmp/access/16803110

Supplemental (Completely Optional) Materials from LEAD 321 course):

Barrett, Deborah J. Excerpts from *Leadership Communication*, 3rd edition. Chapters 1, 5, 6, 8, 10, & Appendix D. To download and purchase electronic versions, go to http://create.mcgraw-hill.com/shop/, select by title—Applied Leadership Lead Comm Excerpts, ISBN: 9781121117143, or Texas/Rice, and pay $24.56 using a credit card. I will post PPT lectures based on these chapters in OWL-Space, but if you need or want more instruction on presentations, graphics, culture, teams, and cases, you may want to purchase these excerpted chapters or buy a used copy of *Leadership Communication*. I have also placed the text on reserve in Fondren.

Introduction

Applied Leadership is a leadership skills development course focused on practical applications in organizational communication, consulting, and negotiation. The course explores power, influence, and persuasion in organizational contexts and allows you to practice advanced leadership skills, such as conflict management, negotiation, delegation, and group facilitation, with emphasis on supervising, persuading, and motivating others. The course will help prepare you to exercise strategic influence from any point in an organizational hierarchy, whether interacting with supervisors, peers, or subordinates or working as a consultant.

Course Objectives

By the end of this course, you should be able to do the following:

1. Understand the role of communication inside organizations and the different approaches needed when working inside (as an employee) or outside (as a consultant)
2. Develop an understanding of influence, persuasion, and negotiation as communication processes and drivers of organizational change
3. Lead upward (managing superiors), laterally (teams, groups, colleagues), and downward (subordinates) when you have power and when you don't
4. Understand the basics of consulting (internal and external), including the phases of the consulting cycle, the different approaches needed, how best to gather data, approach problem solving, work in teams
5. Analyze audiences and develop messages and negotiation approaches effective with them
6. Become familiar with different forms of negotiation
7. Understand better how to generate options for settlement and overcome barriers to negotiation success
8. Gain experience in the process of negotiation in a variety of settings.

Note: Coursework for this course assumes competence in fundamental communication skills such as are developed in LEAD 321 – Leadership Communication, BUSI 296 – Business Communication, or one of the HUMA or other COMM courses focused on professional writing and speaking.

Class Ground Rules

Considerable emphasis in this course is placed on simulations and role-plays as a vehicle for providing you with opportunities to experiment with power, influence, and negotiating techniques in a variety of contexts. This kind of experiential learning necessitates some fundamental ground rules for students, particularly in the negotiation exercises:

- **Commitment:** You must make a personal commitment to prepare carefully and negotiate seriously. Each time you participate in a simulation, the educational experience of one or more other students is directly linked to what you do.
- **Attendance:** Many negotiations will be conducted in class. If you miss a class, you adversely affect the educational experience of other students assigned to negotiate with you. Class discussions in which we debrief a simulation are also hampered by the absence of negotiators. Please review the attendance policy very carefully.

- **Confidentiality:** Within each negotiation simulation, you will be assigned a role and provided with confidential information for that role. It is imperative that you read only the material assigned for your role. Moreover, you need to a) take care not to lose role instructions; b) be sure to return or destroy role instructions at the end of the course, and c) avoid discussing the specifics of simulations with students not taking the course this semester since they may take it later. Please see the Honor Code guidelines below.
- **Timeliness:** When you are asked to prepare for a negotiation or to turn in results, it is crucial that you meet the deadline. Everyone in the class is engaging in the simulation and debriefing the results simultaneously, so lateness is not acceptable.
- **Silence:** When negotiations or negotiation preparations take place outside of class, do not discuss them with others (beyond teammates in a group negotiation simulation). When details or results are discussed, it is almost inevitable that others who have not yet undertaken the task will hear your comments, which will bias their experience.

Student Responsibilities

Since part of leadership is accepting and fulfilling your responsibilities to the others within your organization, I have outlined your responsibilities as a student in this class:

1. **Come to class prepared to contribute.** For most class meetings, you will be assigned a chapter from one of the texts or a negotiation case, and I expect you to have read the assignment before coming to class. In class, we will review the chapters when appropriate or move directly into exercises quickly assuming that you have done the reading.
2. **Attendance is very important in this class.** Ordinarily, student attendance is a matter of personal choice with the consequence of absences being born entirely by the absent student. In this course, however, attendance is **critical** for proper execution of negotiation role plays, exercises, and simulations. One student's unexpected absence, like inadequate preparation in negotiations, will have negative consequences for other class members. Therefore, the policy in LEAD 325 is that ***unless the instructor is notified no later than 48 hours before the class day when a negotiation exercise, role play, or simulation is scheduled, the absent or tardy student will be assessed a ten-point penalty against his/her participation grade in the course.***

   This is **absence notification/attendance policy** is a "no-fault" policy. That is, if you are absent or tardy without proper notice, the penalty will be assessed. So please check ahead and know your schedule for the week so that you can let me know if you will not be in class. If there is any doubt that you will be absent or late for class, send me an e-mail 48 hours before the class. I match you up for the negotiations to allow maximum learning and a variety of negotiation experiences; if I do not know ahead of time that you will be absent, we are left the day of the negotiation scrambling to salvage the experience for everyone. Therefore, please let me know at least 48 hours before if you will be late or absent.

   A five-point penalty against your participation grade will be assessed for absences exceeding three for the semester for each day when role play discussions/debriefs occur since the analysis of the role plays and simulations will not be possible unless you actively participate. Students who anticipate more than three absences during the term are advised to discuss their schedules with the instructor during the first week of classes.

3. **Submit assignments on time.** Many of the assignments will build on the previous assignments, so each student needs to make a commitment to turning in all assignments on time. Late assignments will only be accepted with prior permission or under unusual circumstances.
4. **Turn in assignments as specified by this syllabus and the instructor.** Please be sure to follow the instructions completely. You will lose points for not following instructions. Most assignments should be submitted in your OWL-Space drop boxes or in a hard copy format. Please do not send through e-mail except for the Live8 negotiation since these often get lost in SPAM.
   - When submitting assignments electronically, you need to format them so that a hard-copy printout will have a professional appearance without requiring any format changes. In addition, **your name should appear on every page as a footer or header.**
   - If you are to submit the assignment in a hard copy form, please print it in black ink and follow an accepted professional format unless otherwise instructed. If it is a PowerPoint presentation, you should print it in Pure Black and White as a handout with three to six slides per page, unless otherwise instructed.
5. **Check your own grammar, spelling, punctuation, sentence structure, etc.** Obtaining **any kind of help** in these areas on individual assignments that you are turning in for a grade is a violation of the Rice Honor Code. While I am more interested in the content of your journals and other written assignments, too many careless errors will lower your grade some.
6. **Follow the Rice Honor Code for all work prepared for this course.** Most assignments call on your own thinking and ideas; therefore, you should not to get help or look at outside sources unless asked to do so. If you do use any sources outside of your own ideas, you must be very careful to document them appropriately. If you are not sure how to give credit to your sources and to avoid plagiarism, please review the Honor Code policies, refer to the On-line Writing Lab (www.rice/comm), and read *Leadership Communication*.

   Unless you are working on a team assignment, **you alone** are responsible for your work. If the assignment is a team assignment, the entire team is responsible. Each student and each team should place the Honor Code on all assignments. For team assignments, you only need to write the pledge one time, but all students must sign it.

   Additional Honor Code guidelines for negotiations: Reading, viewing, or discovering the confidential briefing information held by your opponents in any role play scenario or of role-play scenarios that may have been used in previous offerings of this course, is an Honor Code violation for this course, as is showing your briefing information to your opponent at any time, or reading or quoting verbatim from any part of that information.
7. **Speak with your instructor during the first two weeks of class if you have a documented disability needing academic adjustments or accommodations.** All discussions will remain confidential. Students with disabilities should also contact the Disabled Student Services office in the Allen Center.

Evaluation Standards and Grading

I will evaluate your work by looking at it as work produced by future professional men and women and future leaders. I will judge the merits of your work in relation to your peers but also against a standard of excellence expected of today's professionals.

I will follow these general grading principles:

1. **I will evaluate the following characteristics in each assignment:**
   - Depth of content, original thinking, and creativity
   - Evidence of preparation and pre-planning for all negotiations
   - Understanding of key concepts and content
   - Logic, coherence, and organization
   - Use of persuasive tools and negotiation and consulting techniques
   - Strategy, suitability for audience, style, and tone
   - Grammar, punctuation, and spelling
   - Formatting and professional appearance
   - Overall professional quality
2. **Grades received on team assignments are shared.** If your team is having a problem that will interfere with your performance on the team project, then you should contact me immediately to resolve it before it is too late to correct the problem. You will be evaluating the contributions of team members to your team project at the end of the semester. Should the team indicate a member did not contribute his or her fair share of the work or otherwise jeopardized the team's performance, then that team member will receive a lower grade (typically a letter grade lower) on the team assignment than the rest of the team.
3. **You are expected to provide objective, specific, constructive, and honest feedback to your classmates during exercises and all debriefing of negotiations.** You should be tactful and thoughtful. Your feedback to your peers needs to be meaningful, so while you should avoid being too harsh, you should also avoid delivering positive feedback that is not valid.
4. **If at any time you do not understand the evaluation of your work, please make an appointment to see me immediately.** My intention is to guide you and help you to develop your leadership and communication ability. At no time do I want grading to create a barrier to that goal.
5. I will use the following numbering system when awarding grades on your assignments:

5 = Excellent to very good	4 = Good	3 = Needing improvement	2 = Severely lacking	1 = Not Acceptable

The numbers translate into the following points:

5+ = 98	4+ = 88	3+ = 78	2+ = 68	1 = 50
5 = 95	4 = 85	3 = 75	2 = 65	R = Rewrite
5- = 92	4- = 82	3- = 72	2- = 62	

Pass/Fail policies: As stated in the General Announcements, "students successfully completing a course pass/fail receive a **P**, and failure to complete the course successfully is indicated by an **F**." **Successfully completing** this course means achieving **70** points or above as a final point average.

A caution on taking the class P/F: Since this course is an elective, students are tempted to take it pass/fail, which unfortunately often hurts their commitment to the course. While they still learn from the experiences, they certainly do not receive the full benefits that being actively engaged allows and their performance in the negotiations and on the team project has hurt their peers and their team mates in the past. Therefore, if you are taking the course P/F, I appeal to you please to plan to fulfill your responsibilities just as you would if taking the course for a grade.

Participation and Role Plays

Given the nature of this course, your participation is absolutely critical. This criticality is reflected in the relatively heavy weight assigned to it in the overall grading scheme. In this case, participation has three components: attendance, notification when you cannot make it to class, and overall involvement in all exercises, activities, and discussions.

Participation includes full preparation for negotiation role-plays and doing all assigned reading and having complete familiarity with the role assigned to you. When given the case ahead of time, you should have planned a strategy **before** class. At times you will need to meet with your negotiation partner or group to plan a strategy outside of class. Observed lack of preparation for an exercise will be treated as an absence for that exercise, as **will late arrivals that delay negotiations**. Tardiness that disrupts the start of a negotiation is unacceptable behavior.

Students are advised to take the role-plays seriously. You are encouraged to be creative, to try new strategies, and to learn from your mistakes. Note that you will not be graded on the outcomes of your negotiation exercises alone; rather, you will be evaluated on how well prepared you are, on your use of appropriate strategies and tactics, and on the outcome and analysis discussion following each negotiation.

Roles and scenarios assigned to you for simulations are **confidential** and should not be shared or discussed with anyone until after the simulation. It is unethical either to share or to seek information about another role in advance of participating in a simulation. If you have questions about the roles or the instructions you should ask the professor.

Participation in discussions is a very important part of the learning process in this course. After each negotiation exercise a debriefing session will include sharing information about results, sharing information about negotiating strategies attempted, and sharing reactions to the process. **All** students are expected to contribute to these discussions (including observers). You will be evaluated on the quality, rather than quantity, of your contributions and insights. Speak up when you disagree with a point of view that another student or I have expressed. Explain the invalidity of the view. Always make your critiques specific.

Daily Syllabus

The daily syllabus below lists the readings, assignments, and exercises for each class day. You are expected to have completed the readings, assignments, negotiation role-play preparation by the day they are listed, which is particularly critical when we are doing in-class negotiations. The topics represent the major focus of that class day: consulting, organizational communication and leadership, or negotiations. Power, influence, and persuasion are inherent in all three of these major topics, although we will have specific classes on these topics as well as on ethics.

Note the following legend for the colors on the daily syllabus:

Red = team assignment due dates

Blue = indicates in-class negotiation and other exercises for which attendance is important. Critical negotiations dates for which a lack of adequate notification penalty will be assessed are in bold blue (check your calendars to see if you have a conflict now and let me know).

Green = journal due dates

Daily Syllabus – Spring 2013

Dates	Topics	Assignments
Jan 7 Monday	Intro. to course and each other	Welcome and discussion of syllabus, ground rules, and assignments Complete Information Sheet and introduce self to the class. Complete "Personal Bargaining Inventory," located in Inventory section of *Negotiation: Readings, Exercises, and Cases e-book (Exercises*) before the next class.
Jan 9 Wednesday	Introductions to self and others	In-class exercise based on "Personal Bargaining Inventory." Be sure to bring your completed inventory with you to class.
Jan 14 Monday	Consulting	Consulting lecture (posted in OWL-Space)
Jan 16 Wednesday	Consulting Case Study	Read Deloitte and Touche Consulting case and prepare for in-class case discussion. You may want to read Appendix D: Successful Case Analysis and Discussion in *Leadership Communication* to help in preparing for case discussion. Please develop answers to the following questions for the discussion: 1. Why does SKS need Deloitte's services or do they? What alternatives were available to SKS? 2. What is your assessment of Maria Chen's performance? 3. Imagine that you are Chen and a foreman comes up to you on the shop floor and asks, "How many times have you done this before"? What would you say? 4. What should Chen do? 5. What should Deloitte and Touche have done to have avoided the current situation?
Jan 21 Monday	**MLK Holiday**	**Holiday – no classes**
Jan 23 Wednesday	Leadership and Communication	Read Chapter 12: Leaders and Leadership in OC and "Leading When You're not the Boss" in *Power, Influence, and Persuasion.* Complete "Communication Competence Scale" in *Exercises.*
Jan 28 Monday	Teams	Discuss teams and team conflict. Read Chapter 11: Organizational Teams in OC. Skim Chapter 10 PPT on teams from *Leadership Communication* posted in OWL-Space. Exercise in class: "A Team in Trouble" in *Exercises.*
Jan 30 Wednesday	Project Team	Team project launches and discussion. Be prepared to tell me your team members. Please read Global Visions case posted in OWL-Space and be prepared to discuss the case discussion questions in your teams. Lecture on Writing Proposals (posted in OWL-Space.)
Feb 4 Monday	Organizational Communication	Read Chapter 1: Introduction (Content supplemented by PPT lecture posted in OWL-Space). Six Chairs exercise completed in class

Dates	Topics	Assignments
Feb 6 Wednesday	Organizational Communication	Read Chapter 2: Classical Theories of Organizations and Chapter 3: Humanistic Theories of Organizations in OC (Content supplemented by PPT lecture posted in OWL-Space).
Feb 11 Monday	Organizational Communication and Culture	Read Chapter 4: Systems Theory and Chapter 5: Organizational Culture in OC. Complete "The Cultural Intelligence Scale" inventory in *Exercises* Consulting Project Team Charter and Action/Work Plan due
Feb 13 Wednesday	Conflict Resolution & Mediation Persuasion	Third Party Conflict Resolution Case discussion and exercise. Read – "Harnessing the Science of Persuasion" in *Exercises* and "Persuasion I – The Basics" & "Persuasion II – Winning minds and Hearts" in *Power, Influence, and Persuasion.* Complete "Six Channels of Persuasion Survey" in *Exercises.* Journal 1 due.
Feb 18 Monday	Power and Influence	Read "Necessity of Power," "Power Sources" and "Influence," & "Tactics of Influence" in *Power, Influence, and Persuasion and* Chapter 9: Superior-Subordinate Communication in OC.
Feb 20 Wednesday	And Thomas Green Case Discussion	Read and be prepared to discuss "Thomas Green: Power, Office Politics, and a Career in Crisis." Please develop answers to the following questions for the discussion: 1. What are the work styles and personalities of Thomas Green and Frank Davis? 2. How do the actions of Thomas Green differ from the expectations of Frank Davis 3. What is your analysis of Thomas Green's actions and job performance in his first five months? What mistakes has he made? 4. What are the possible underlying agendas of Davis and McDonald? 5. What actions, if any, would you take if you were Thomas Green?
Feb 23 – March 3	**Holiday**	**Spring Break**
March 4 Monday	**Negotiations**	Read Chapter 1 - "The Nature of Negotiation" in *Essentials of Negotiation* **Negotiation** – **"Salary Negotiations"** (Bring *Exercises*). Roles handed out with all preparation and negotiations completed in this class period. Debrief of "Salary Negotiations"
March 6 Wednesday	**Negotiation**	Read Chapter 2 - "Strategy and Tactics of Distributive Bargaining" in *Essentials of Negotiation* **Negotiation** – **"Used Car"** (Bring *Exercises*). Roles handed out with all preparation and negotiations completed in this class period. Debrief of "Used Car" negotiation.

Dates	Topics	Assignments
March 11 Monday	**Team Projects** **Progress review round-table meetings**	Round-table meetings in class today. Teams will each have 25 minutes and should come into class according to the following schedule: 1:00 – 1:25 – Team 1 Please come early and be ready to start. 1:30 – 1:55 – Team 2 2:00 – 2:25 – Team 3 Teams only need to come during their own team's scheduled times. **Please do not be late.**
March 13 Wednesday	**Negotiation**	**Negotiation – "GTechnica—Accelmedia"** (Bring *Exercises).* Roles handed out with all preparation and negotiations completed in this class period. Read Chapter 3 - "Strategy and Tactics of Integrative Negotiation" in *Essentials of Negotiation*
March 18 Monday	**Negotiation**	Debrief of "GTechnica—Accelmedia" **Negotiation – "Pakistani Prunes" (**Bring *Exercises*). Roles handed out with all preparation and negotiations completed in this class period. Read Chapter 4 - "Negotiation: Strategy and Planning" in *Essentials of Negotiation* Debrief of "Pakistani Prunes" *Roles for "New House" handed out. Please read them and the set up in the Exercises and be prepared to start negotiation as soon as class starts next time.* **Journal 2 due.**
March 20 Wednesday	**Negotiation**	**Negotiation – "New House."** Be prepared to start right into negotiations when class begins. Read Chapter 5 - "Perception, Cognition and Emotion" in *Essentials of Negotiation.* *Roles handed out in class for "Connecticut Valley School" Negotiation next week. At least 90 minutes of preparation is necessary before the negotiation in our next class meeting. You will need to meet with your negotiation group and plan your strategy before coming to class next week.*
March 25 Monday	Negotiation & Ethics	Debrief of "New House" negotiation. Read "Ethics of Power, Influence, and Persuasion" in *Influence, and Persuasion* & Chapter 8 - "Ethics in Negotiation" in *Essentials of Negotiation.*
March 27 Wednesday	**Consulting & team projects**	**Consulting project presentations will be delivered.** *Roles handed out in class for "Twin Lakes" negotiation next week. At least 90 minutes of preparation is necessary before the negotiation in our class meeting. You will need to meet with your negotiation group before engaging in the negotiations in class next week.* **Peer evaluations of team contributions due by Friday, March 29.**

Dates	Topics	Assignments
April 1 Monday	**Negotiation**	**Negotiation – "Connecticut Valley School"** (90 minutes). You must be prepared to begin negotiations as soon as class begins. (Bring *Exercises*). Debrief of "Connecticut Valley School" negotiations. Read Chapter 7 – "Finding and Using Negotiation Power" in *Essentials of Negotiation*
April 3 Wednesday	**Negotiation**	**Negotiation – "Twin Lakes Mining Company"** (90 minutes). You must be prepared to begin negotiations as soon as class begins. *Out of class preparation for "Eurotechnologies, Inc" should begin.* *Roles and instructions handed out on this day.*
April 8 Monday	**Negotiation**	Debrief "Twin Lakes" negotiation. Read Chapter 6 – "Communication" in *Essentials of Negotiation.* **"Live8"** e-mail negotiation should be completed by this date. We will debrief **"Live8,"** and you are asked to do the following: 1. E-mail the outcome to me with a copy to the other party before 9:30 AM today. 2. Send copies of the previous e-mails in the e-mail chain or if you used text messaging, collect them in a Word file and attach it to the final outcome e-mail.
April 10 Wednesday	**Negotiation**	**Negotiation** – "Eurotechnologies." All preparation will need to occur **outside of class** and negotiations will be completed in this class period. Read Chapter 9 – "Relationships in Negotiations" & Chapter 10 – "Multiple Parties and Teams" in *Essentials of Negotiation.* **Journal 3 due.**
April 15 Monday	**Negotiation**	Debrief of "Eurotechnologies." **Negotiation of "Alpha/Beta."** Roles handed out with all preparation and negotiations completed in this class period. Read Chapter 11 – "International and Cross-cultural Negotiation" in *Essentials of Negotiation.*
April 17 Wednesday	**Negotiation**	**Negotiation – "Vacation Plans (1 X 1)."** Roles handed out with all preparation and negotiations completed in this class period. Read Chapter 12 of *Essentials of Negotiation* and come prepared to discuss lessons learned from negotiation exercises. **Course Wrap-up.** **Negotiation Reputation Index due by April 19.**

Summary of Assignments with Due Dates and Values		
Due Date	**Assignments**	**Value**
Feb 11	**Team consulting project charter and action/work plan**	**10%**
Feb 13	**Journal #1**	**10%**
March 11	**Team consulting project progress review (~7 to 10-page round-table PPT document)**	**10%**
March 18	**Journal #2**	**15%**
March 27	**Team consulting presentation (18 - 20 minutes plus 10-minute Q&A)**	**20%**
March 29	**Evaluation of team contributions (by peers)**	*****
April 10	**Journal #3**	**15%**
April 19	**Reputation Index (by peers)**	*****
Throughout semester	**Class participation and attendance, contributions to discussions, peer evaluations, and completion of in and out-of-class exercises and negotiations.**	**20%**
	***Peer evaluations:** 1. **Team contribution – possible individual grade on team projects lowered or raised based on teammates' feedback to me on your contributions and overall team performance** 2. **Reputation Index – points added or subtracted (see assignment section for complete information)**	**+/- 5 to 15 points on team assignments** **+/- 5 to 10 points on participation average**

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Instructions on Assignments

Journals – Content and Grading

One of your major out-of-class learning activities for this class will be the preparation and maintenance of a personal journal. It is "personal" in that only two people will see it: you and the instructor. The title of the course is "Applied Leadership"; having you keep a journal is one way for me to see how you are applying what you are learning in the course and how much of the material you are truly grasping and using in some way.

For the journal, you will respond to the questions and prompts provided in the resource section of OWL-Space plus provide other insights you gather throughout the semester. You will turn in an electronic version in your drop box in OWL-Space as scheduled on the syllabus.

You journal must include thoughtful responses to the prompts, but it should also include other ideas, questions, insights, reactions to the class discussions or readings that occur to you throughout the semester. You should not simply copy material from the readings, although you may certainly include paraphrases or quoted material in your responses. If you do, please be sure to provide proper documentation (the author's name and the page after each paraphrase or quotation will suffice. In addition, you may want to examine and discuss your reactions and notions about how the material pertinent to a given session relates to your own past/future work or non-work situations.

The purpose of this assignment is to let you take some time during the week to reflect, so as to improve your understanding of yourself and others particularly in regard to leadership, organizational communication, consulting, and negotiation styles, strengths, and weaknesses. Ultimately, such reflection should make you a more effective communicator, consultant, and negotiator.

Since this is a personal journal, there is a good bit of leeway in specifically what you write. However, there should be an entry for each prompt. If you want to include your responses to class discussions, exercises, or negotiation, you might include the following:

1. Focusing on pre-class activity:
    a. What was unique about this exercise? What did I do differently to accommodate these unique attributes?
    b. What specific skill or process did I work on?
    c. What were my plans for the impending negotiation?
    d. What experiments did I try?
    e. What did I expect of the opposing negotiator(s) and how did I think I should respond?

2. Focusing on class observation/experience and post class introspection:
    a. What did I learn from the class lecture or discussion or from the negotiation?
    b. What did I contribute to the discussion?
    c. If involved in a negotiation, what tactics did I use? Did they work? Who drove the use of tactics, me or my opponent?
    d. Was I right in my choice of strategy, about my strengths, and about the opposition? If not, why not?
    e. How does what I did or learned relate to my every day, personal situation? How can this help me function better in the future?

Journals (continued)

f. What do I need to work on in the future, in and/or out of class?
g. Can I think of an example of this type of communication or negotiation process at school or work or elsewhere? Do I (did I) behave the same, or differently?
h. What are my ruminations on the class discussions or negotiations, in general?

Journal entries do not have to be restricted to what we cover in class. You may (or perhaps should) write about any communication, power and influence situation, or negotiation you are or have been involved in at work or in some other setting. Your analysis, though, should deal with issues similar to those just outlined above, and should be driven thematically by the focus of the class period about which you are writing.

Note that you will be graded on the journal using the 1 to 5 scale, with 3 being "needing improvement," meaning your responses are acceptable but need to be more thoughtful and reflective. To receive a 4 or 5, you should show insights and careful reflection on the material. If you simply provide perfunctory responses or copy material from the texts, you should expect to receive no higher than a 2. If it is clear that you have not put any time or thought into your journal entry, simply thoughtlessly filling up pages to fulfill the assignment, you should expect to receive no higher than a 1.

At a minimum, to be acceptable, your journal should demonstrate the following:

- **Understanding:** Demonstrating that you know the material learned in the course by drawing on the relevant concepts and lessons from both the readings and lectures. Again, be careful to cite your references to any of the readings.
- **Criticality:** When examining your own or another's behavior, be honest and thoughtful, looking at how a behavior was effective or ineffective and why, while also realizing the inherent tradeoffs of actions taken. Remember that every choice is based on assumptions (which may be right or wrong) and has future implications. What were they?
- **Takeaways:** Identifying basic points or ideas drawn from the discussion or exercise that you will be able to generalize to other negotiation situations.

The best journals are those that exhibit evidence of thought and creativity, blending together anticipated and accomplished class experiences (and observations), material from assigned readings, and personal insights and extensions relevant to leadership, communication, or negotiation. The better these three areas are handled and integrated, the better the journal grade. Creativity is encouraged.

If you have questions about how to respond to any of the prompts or overall to this journal assignment, ask yourself "How can I use this assignment to help demonstrate and maximize the degree of learning I get from this topic or course?" Then, do whatever your answer is.

Finally, good journal entries take time and thought, so please try to write in them a few times a week and do not wait until the night before they are due to try to write up all of your responses. I have you do the journal in lieu of an exam, so I take them very seriously and expect you to as well.

Journals are due by 1:00 PM on the designated days for submitting them. The journals will be penalized one number grade for each 24-hour period they are late unless you have obtained permission from me for an extension. Please submit them in your drop box in OWL-Space.

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Team Consulting Project

For this assignment, you will work in teams to develop a proposal to conduct a consulting project in response to an issue or problem within a case, which is posted in OWL-Space. The proposal should exemplify the principles of client-centered consulting discussed in class and be persuasive enough to convince your audience to hire you to do the job. Essentially, each team (3 to 5 depending on class size) will work on the same problem for the same company. Therefore, the proposal situation is competitive, which means each team will be competing to present the best proposal and win the contract to perform the work.

The proposal should be considered a formal presentation proposal, containing all of the traditional sections and formatting of a formal professional proposal (15 - 18 slides excluding appendices).

A. Content

You will deliver a 20 – 22 minute presentation as a team on your proposal as if you were presenting it to your actual audience. The proposal must include the following content:

1. Analysis of the company's issues with a clear statement of **needs and benefits** and understanding of the challenges, including the major points of influence, persuasion, and negotiation;
2. **Competitive analysis**, which in this case would be a discussion of other organizations you have looked at with similar issues and how they have addressed them, or a general overview of the **best practices** in this kind of situation (competitive information and any other outside information must be documented correctly);
3. **Scope** of project and practical deliverables;
4. **Methods/approach** (action planning, timing) and a definition of the working relationship (team section on how much you would charge to complete the project;
5. **Fee statement** (you should be able to explain how you determined what to charge if asked);
6. **Qualifications** - a section explaining why the organization should hire your team to perform the work; and
7. **Appendix –** including complete bios and any supporting information needed to persuade the client that you know what you are talking about

Also, you should include an acceptance clause at the end of the proposal.

B. Grading Criteria

The proposal will be graded according to the following criteria:

1. Demonstration of understanding of client's current situation and needs
2. Depth of analysis, revealed thought about your proposed approach, and knowledge of best practices
3. Logic and organizational structure
4. Presentation mechanics (introduction to topics, conclusion, next steps, delivery)

Team project (continued)

5. Team coordination and synergy (collaboration, attitude, as well as presentation mechanics—introduction to team, transition between speakers, handling of Q&A)
6. Overview of typical proposal contents:
    a. Scope of project and deliverables
    b. Methods/approach
    c. Team roles and responsibilities
    d. Time breakdown
    e. Fees and billing approach
    f. Qualifications
7. Graphics: adherence to basic PowerPoint principles and quality of charts and chart titles, treatment of data
8. Overall quality of contents, tone, style, and persuasiveness

In connection with this team project, you will also be creating a team charter and work plan for the project due early in the semester and conducting a progress review with me on the project about mid-way through the semester. Both are discussed below.

Team Charter, Action and Work Plan

We will cover charters and action and work plans more thoroughly in class, and you will also want to refer to Chapter 10 of *Leadership Communication*, 3rd edition, for examples. The purpose of this assignment is to ensure that you plan your approach to working together on the team project and that you establish end products, specific actions, and deadlines for the tasks needed to accomplish the proposal presentation you are creating as a team.

Often teams get into trouble because they do not take the time to divide up their work and ensure all team members have a portion to complete and know what their responsibilities are as a team member. A team charter and work plan will help you avoid team conflicts over the work and help you divide up the work equitably across the team.

This assignment does ask you to be very analytical and detailed oriented in your thinking so that you can break down every task into the small subtasks necessary to complete it. Please see Exhibits 10.4 and 10.5 in *Leadership Communication* for examples.

The team charter should include the following:

1. Team consulting company name
2. Team members with contact information
3. Team member roles and responsibilities
4. Ground rules
5. Project purpose/objectives
6. Major tasks or action items
7. Time line for major tasks
8. Communication protocol (who, what, to whom, how)

Round-Table Progress Review

You should create a round-table document and plan for at least a 20-minute discussion with me. For this meeting, I will function as the partner in your consulting firm, not the client.

Please see the PPT lecture on proposals and Exhibit 5.4 in *Leadership Communication* text for examples of a round-table document. You should include your action plan indicating the progress you have made at this point and come prepared to review your plans for the final presentation proposal and any issues outstanding. This is an opportunity for me to provide some guidance on your proposal and help you ensure you are on track to deliver an excellent final presentation. At a minimum, your document should contain the following:

1. Cover slide with team name, members, date, audience, and purpose
2. An agenda for our discussion
3. Any frameworks or other structure you think you might use to organize your research and findings
4. Preliminary findings
5. Progress against your work plan
6. Issues or questions for me
7. Working bibliography

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Negotiation Reputation Index

Your reputation as a fair, effective, well-prepared, and trustworthy negotiator is an important asset in a real-world professional environment. To help obtain a sense of how your peers perceive you, at the end of the course, everyone will be completing the Negotiation Reputation Index posted in OWL-Space and sending it to me. These assessments will be based upon each individual's experiences with one another over the semester both as opponents in negotiations and as team mates.

The Index is a proxy for the long-term effects of reputations created by negotiation activities in organizations, where the negotiations you conduct today affect the perceptions and expectations of others tomorrow. The Index recognizes that those individuals who have reputations as trustworthy and effective negotiators will have an advantage in future negotiations and those who have reputations as untrustworthy and ineffective will have a disadvantage.

The index will be used to award points that I will add to your participation grade; thus, all of you have an opportunity to earn "extra credit" by being well-prepared and by participating with competence, commitment, and integrity in the negotiation exercises and also the potential to lose some points on your participation grade by not participating effectively from your peer's perspective. Also, you will be assessed by how much you contribute to others' learning through helpful feedback, insightful participation, and other actions that help your fellow students learn about their negotiation style.

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